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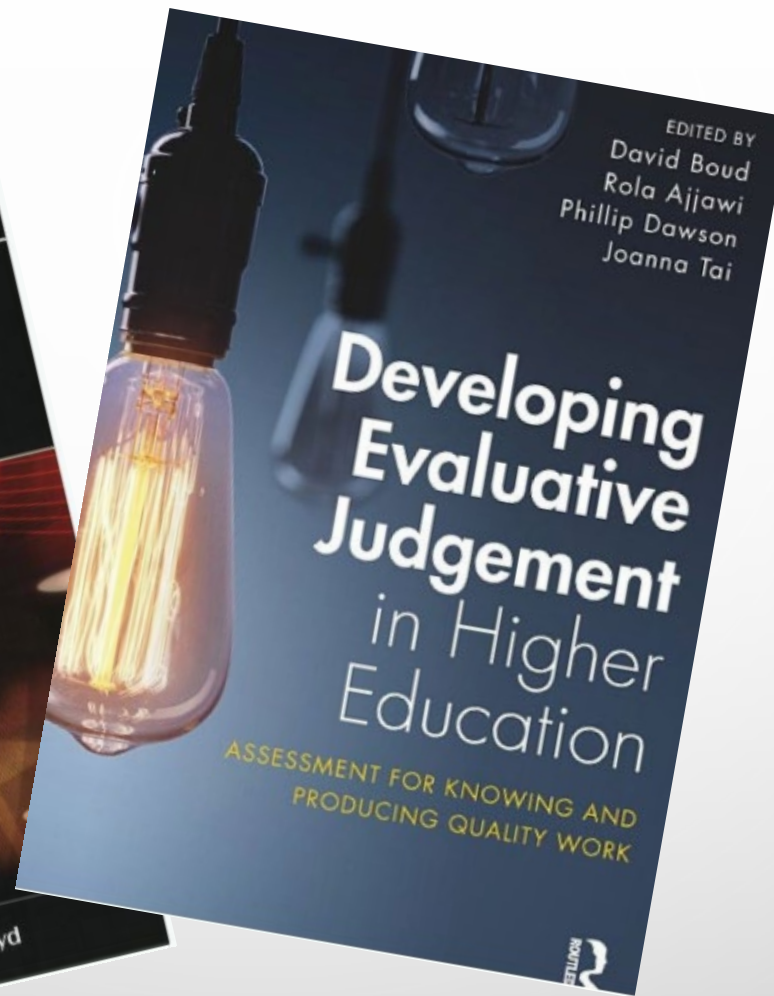
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ENHANCING ASSESSMENT AND FEEDBACK IN HIGHER EDUCATION

Assessment in MENA Conference: Abu Dhabi April 2019

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A Marked Improvement: transforming assessment in higher education

<https://www.heacademy.ac.uk/knowledge-hub/marked-improvement>



assessment has learning power – especially
in low stakes ‘formative’ situations



students experience a programme, so
enhancement should focus on programmes



developing research-informed practice
involves changing cultural scripts

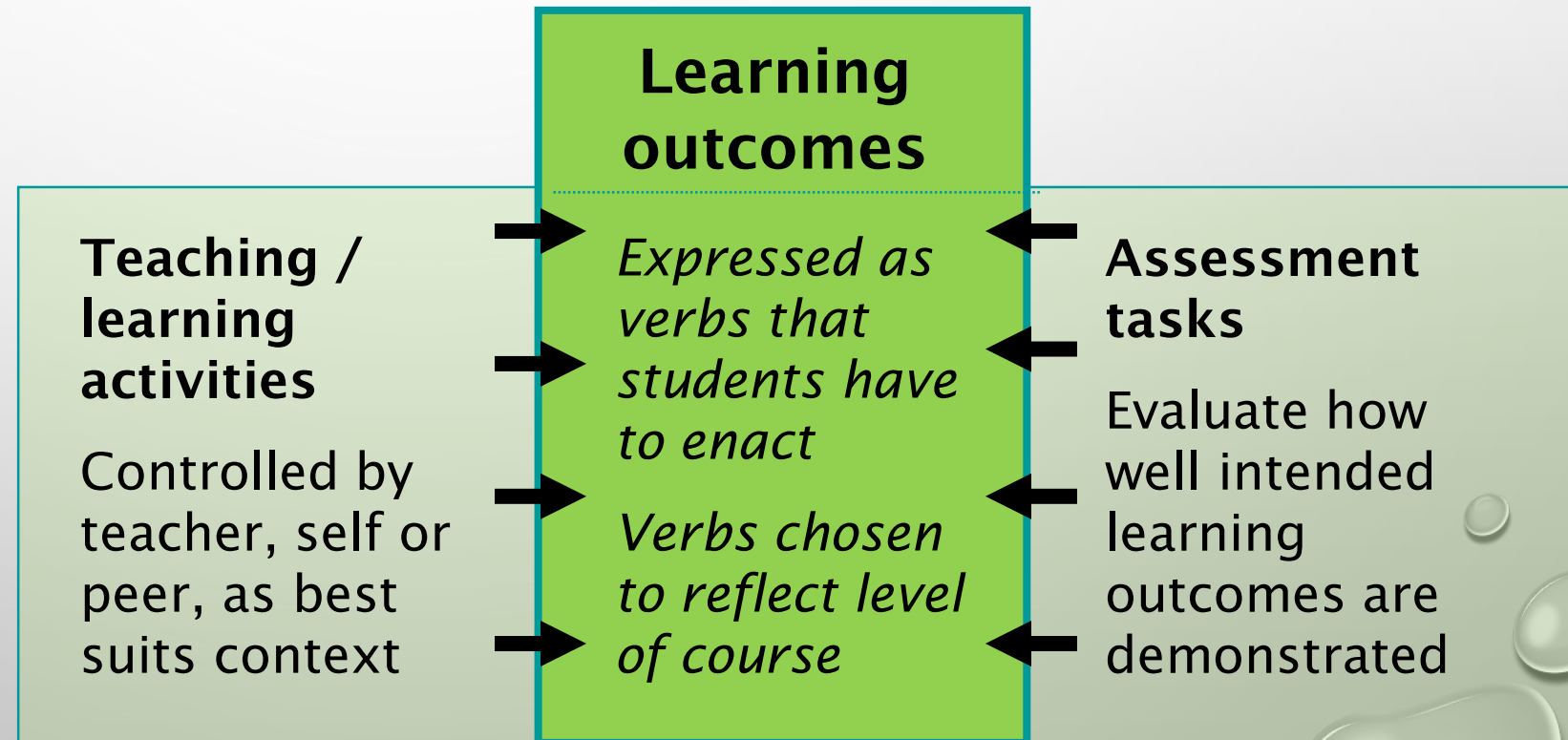


tutors' grading of student work varies
and requires social moderation



constructive alignment
is useful but also dangerous

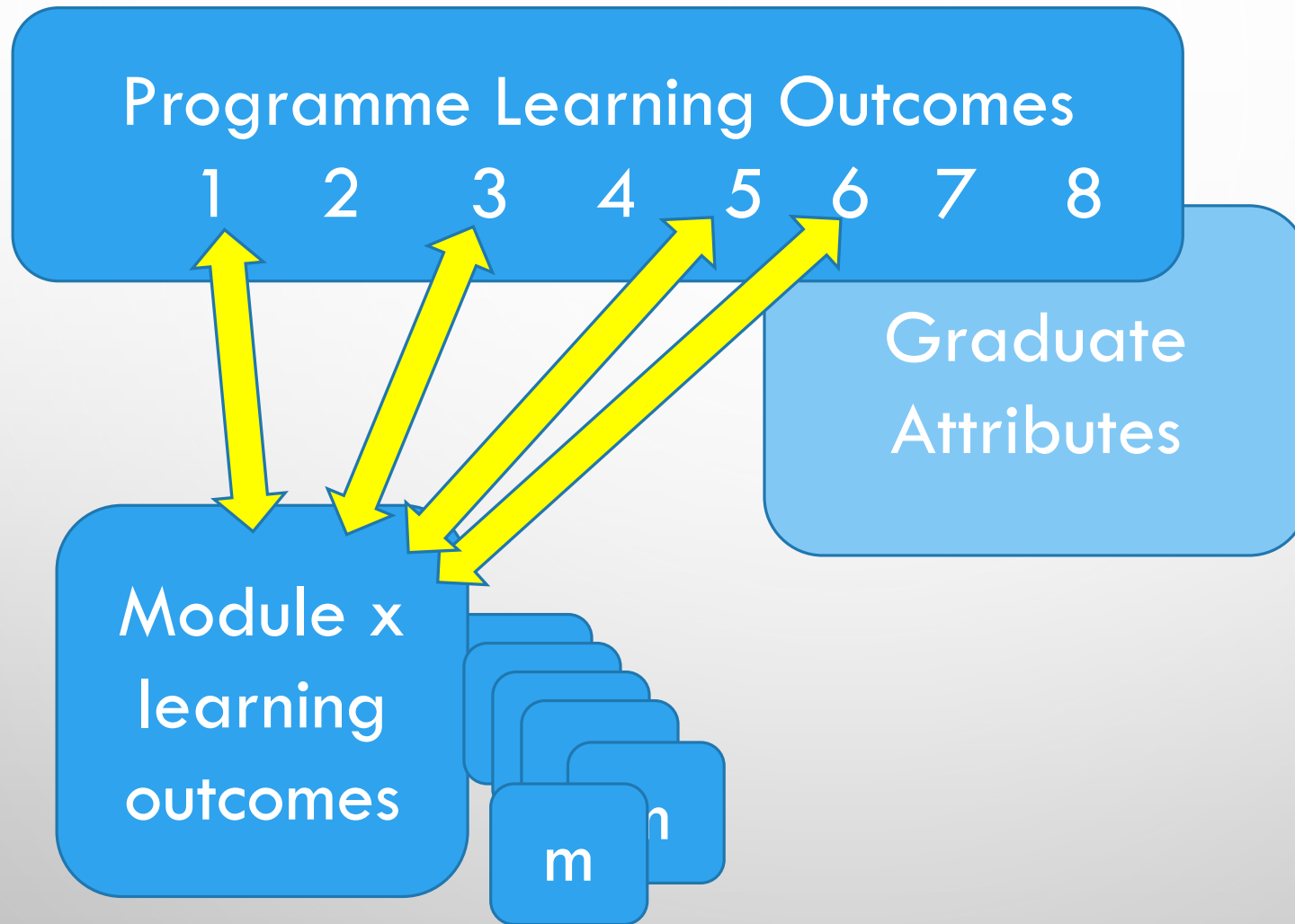
CONSTRUCTIVE ALIGNMENT: THE LEARNER CONSTRUCTS MEANING THE TUTOR ALIGNS THE LEARNING



Biggs & Tang (2007)

*Teaching for quality learning
at University*, 3rd Ed.

Maidenhead: Open
University Press.



TESTA: audit, student survey, focus groups, team workshop.

<http://testa.ac.uk/index.php>



transparency is helpful
but insufficient

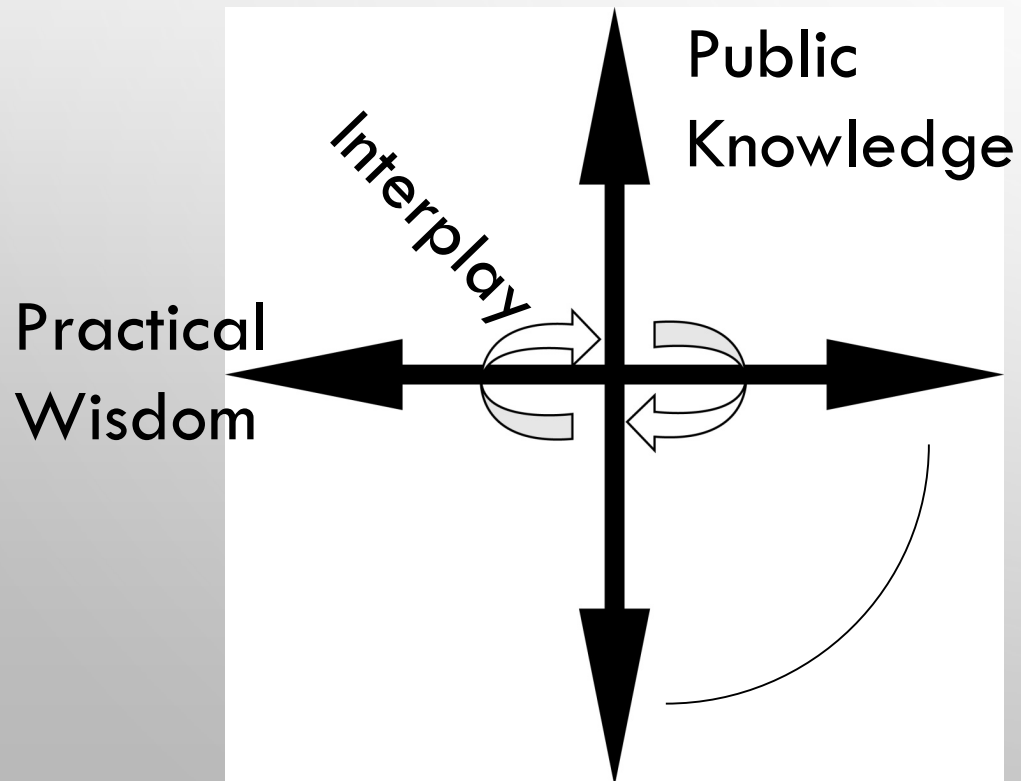


feedback has learning power *if*
students engage with it



students' evaluative feedback
is useful but requires analysis

professional learning as interplay between public knowledge and practical wisdom



Boyd, P. & Bloxham, S. (2014) A situative metaphor for teacher learning: the case of university tutors learning to grade student coursework. *British Educational Research Journal*, 40 (2), 337-352.



instructional collective leadership through professional inquiry

instructional: focused on learning

collective: good levels of trust

professional Inquiry: action research



1. use the learning power of low stakes assessment
2. focus on programme level
3. research-informed practice as cultural change
4. tutor grades vary: 'social moderation' is essential
5. alignment but with space to breath
6. transparency plus social moderation
7. feedback as dialogue
8. analyse student evaluative feedback



professional learning as interplay
instructional collective leadership



assessment in higher education as
evaluative judgment

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